

**Vertical Progression:**

<b>7<sup>th</sup> Grade</b>	<p><b>RL 7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<b>8<sup>th</sup> Grade</b>	<p><b>RL 8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the materials is rendered new.</p>
<b>9<sup>th</sup> - 10<sup>th</sup> Grade</b>	<p><b>RL 9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
<b>11<sup>th</sup> - 12<sup>th</sup> Grade</b>	<p><b>RL 11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>

**Students will demonstrate command of the Standard by:**

- Identifying original themes or topics
- Identifying transformed source material
- Analyzing an author’s use of source material

**Vocabulary:**

- |           |          |             |
|-----------|----------|-------------|
| • Analyze | • Source | • Topic     |
| • Author  | • Theme  | • Transform |

**Question Stems:**

- What is the theme or topic?
- What source material did the author use?
- How does the work build upon the original?
- How did the author treat the theme or topic?
- What source material does \_\_\_\_ (an author) draw upon in \_\_\_\_ (text title)? Use examples from both texts to support your analysis.
- How does \_\_\_\_ (an author) draw on and transform source material in \_\_\_\_ (text title)? Use examples from both texts to support your analysis.

**PARCC Evidence Statement:**

- Provides an analysis of how an author draws on or transforms source material in a specific work.

**Sample Instructional/Assessment Tasks:**

1. **PARCC – [2015 Released Items: Grade 9 Performance-Based Assessment Literary Analysis Task](#)**

◆ **Question 7 - Part A** ([link](#))

**Passages** (1<sup>st</sup> passage: [link](#) and 2<sup>nd</sup> passage: [link](#))

Write an essay that analyzes how McCaughrean draws on and transforms a particular passage from Pope’s translation of *The Odyssey* in her narrative retelling titled *Odysseus*. Include how the two selections are alike and different. Be sure to provide details from the selections to support your ideas and claims.

**Correct Answer:** [Refer to PARCC Grade 6-11 Scoring Rubric](#)

2. **Achieve the Core – [Grade 9 Literature Mini-Assessment](#)**

◆ **Question 9 – Part A** ([link](#))

**Passages** (1<sup>st</sup> passage: [link](#) and 2<sup>nd</sup> passage: [link](#))

In Text 2, how does Holden transform the character of the Carpenter so that the character is different than in Text 1?

- A. Holden shows the Carpenter to be more fearful, as he expresses both anxiety and fear about his situation.
- B. Holden reveals the Carpenter to be more motivated to get home, as he walks with a much quicker pace.
- C. Holden shows the Carpenter to be more interested in forming a relationship with the Oysters, as he attempts to speak to them.
- D. Holden describes the Carpenter as more self-centered, as he doesn’t allow the Walrus to rest.

**Correct Answer: A**

◆ **Question 10 – Part B** ([link](#))

**Passages** (1<sup>st</sup> passage: [link](#) and 2<sup>nd</sup> passage: [link](#))

It can be said that Holden’s poem rebuts Carroll’s because he—

- A. continues the story that Carroll began
- B. echoes the tone of Carroll’s last stanza
- C. includes some of his own events alongside Carroll’s
- D. reverses the fates that Carroll gave his characters

**Correct Answer: A**

◆ **Question 11** ([link](#))

**Passages** (1<sup>st</sup> passage: [link](#) and 2<sup>nd</sup> passage: [link](#))

In Text 2, how does Holden transform the characters from Text 1?

- A. In Text 1, Carroll’s poem, eldest Oyster is a passive observer, while in Text 2, Holden’s poem, he is an active leader.
- B. In Text 1, Carroll’s poem, the Moon silently seethes, while in Text 2, Holden’s poem, she directly tells the Sun how she feels.
- C. In Text 1, Carroll’s poem, the Walrus and the Carpenter do not feel regret for their actions, while in Text 2, Holden’s poem, they do.

- D. In Text 1, Carroll's poem, the reader must guess at why the characters take certain actions, while in Text 2, Holden's poem, their motives are explained.

**Correct Answer: A**

- ◆ **Question 12** ([link](#)) **Passages** (1<sup>st</sup> passage: [link](#) and 2<sup>nd</sup> passage: [link](#))

Which TWO things would a reader most likely fail to understand if they read Holden's poem without ever reading Carroll's?

- A. how the moon and sun relate to one another
- B. how the Walrus and the Carpenter met each other
- C. where the Walrus and the Carpenter are heading back from
- D. why the Oysters in Holden's poem act as they do
- E. that Holden's poem is meant to be humorous
- F. that Holden's poem contains unlikely or impossible events

**Correct Answer: C, D**

3. **PSAT/SAT\*** –Based upon the [structure of the PSAT/SAT assessments](#), students will not be assessed on this standard as only one piece of literature will appear on the Reading test. RL.9 currently does not appear on any PSAT/SAT sample assessments.

**\*Note: while this standard is not assessed on the PSAT/SAT, this does not imply the standard does not have value and should not be measured. It is important for students within English Language Arts classrooms to draw on and transform source material as this is common practice amongst writers.**